

## Peer reflection

*This method proposes a structured process of peer reflection that uses digital tools and creates a safe and positive climate which stimulates constructive exchanges that can refer to thoughts, feelings or behaviours generated, for example, by a more complex learning activity. In addition to this principle, this activity supports Learning Through Dialogue and Interaction.*

### Expected Outcomes – students will:

- ✓ *Be able to explain the benefits of peer reflection.*
- ✓ *Be able to practice working in small groups respectfully and collaboratively.*
- ✓ *Be able to demonstrate active listening behaviours.*
- ✓ *Be able to explain their reflective process.*

### Timing

The timing of this activity is dependent on many factors: experience, classroom culture, and how you implement it, etc. The minimum amount of time you should plan for this method is 45 minutes to one hour.

### Material

Offline	Blended
<ul style="list-style-type: none"> <li>- A paper for each student and big poster for each group</li> <li>- A whiteboard to collect the class group input</li> </ul>	<ul style="list-style-type: none"> <li>- A paper for each student during individual thinking</li> <li>- Create a <a href="#">Padlet</a> account.</li> <li>- Create a first wall Padlet for the 'think-pair-share' activity.</li> <li>- Create a column Padlet to collect the class group input with 3 columns (one for each heading)</li> <li>- A device for every group</li> </ul>

### Prepare yourself!

Prepare the Padlet board as indicated above. If needed, prepare a predefined list of rules to be respected during the process

### Step-by-step or course

#### 1 Define the rules before you begin

Here are a few methods to use in your classroom to determine guidelines for conversation and behavior during class learning and activities. This has to be set

up and displayed in the classroom, before you are able to use the guidelines to support student behavior and reflect upon it. Once you have set this up once you use the rules/guidelines in an ongoing way.

This part will be done when the process is used for the first time. Later, the class only reviews the rules before beginning a new activity.

See Learning Through Dialogue and Interaction: Civil Conversation Set up.

Another method is to offer your students a checklist of sample guidelines from which they will choose.

Using "Think-pair-share" activity.

Students work in pairs on the prepared guideline checklist to discuss them and to choose the top five guidelines they think are more important. They also can add some suggestions of their own.



The pairs then add their top five guidelines to a shared Padlet, where all the pairs are adding their lists. The Padlet is displayed and then with the help of the teacher the lists are grouped and the final list of 5-8 guidelines are decided upon by the class.

When using think-pair-share on a digital platform, it's good to set some online conversation guidelines for your students. This set of guidelines should be well understood by all the students and displayed publicly for future reference.

## 2 Prepare the Process

Inform students that they will work in groups of three to reflect on the thoughts, feelings and behaviours generated by an activity that has just been completed.

## 3 Practice peer reflection

Now the students are prepared to practice peer reflection (on any learning or experience that has happened in the classroom). Explain that during the following activity, they will be reflecting together in groups of three. There are three roles, and each person will have a turn to try each of the roles.

The roles are:

1. Person who shares how he/she felt and behaved: Sharing comments about own thoughts, feelings and/or behaviours during the previous activity:  
Sentence starter: During this exercise I felt shy/confident/unsure/bold/excited/aggressive... During this exercise I listened/interrupted/shared my ideas/added to someone else's ideas.
2. Person who shares his/her observation of how his/her classmates behaved: what they observed from the other two students in the group, how they perceived their feelings, thoughts and/or behaviours. Sentence starter: During this exercise I noticed that my classmates were listening/interrupting/asking questions/being curious.
3. Person who uses the guidelines to reflect on how well they were followed: Sentence Starter: During this conversation I noticed that we followed the following guidelines (student refers to list of rules/guidelines earlier developed).



Each student takes all these three roles. The teacher acts as a timekeeper and gives 3-4 minutes per round, a total of 3 rounds.

Ask each group to share some statements or thoughts about the process on the Padlet board, based on the exchanges. All three group members should agree to what is shared.

Example:

- We noticed that we all turned our bodies and looked at the person speaking.
- We noticed that it was hard for us to not interrupt each other.
- We felt important when other people listened to us.

#### 4 Reflection

This is a class discussion to think about the process of the previous step. The teacher can ask discussion questions such as:

- ✓ How did you manage/feel in the different roles?
- ✓ Were any of the roles more challenging? Any more enjoyable?



In a whole class setting, display the Padlet board. The teacher can offer a few questions for discussion:

- ✓ What do you notice about the input on the board? What is similar and what is different in the input of the groups?
- ✓ What helped the process be useful and enjoyable?
- ✓ Are there areas the class needs to work on?
- ✓ Where has the class shown growth?